



# **2013 Assessment and Accountability Information Meeting**

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## **State and Federal Accountability Program Update**

**Keric Ashley, Director  
Analysis, Measurement, and Accountability  
Reporting Division**



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Topics to be Covered

- Overview of Senate Bill (SB) 1458
- Progress of SB 1458 Implementation
  - Graduation Data
  - College and Career Indicator
- Overview of Assembly Bill (AB) 484
- Impact of AB 484 on Accountability
- Impact of the 2013–14 Budget Bill on the Academic Performance Index (API)



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# Overview of SB 1458 (Cont.)

- Beginning with the 2015–16 API cycle:
  - State assessment results may only constitute 60% of a high school's API
  - 40% must be from other indicators such as career and college readiness, graduation data, etc.



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# Overview of SB 1458 (Cont.)

- New indicators may only be added to the API one full school year after the State Board of Education (SBE) adopts the indicators
- Bi-monthly, the Public Schools Accountability Act (PSAA) Advisory Committee discuss these changes (public meetings)
- SBE has final approval for API indicators



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# Overview of SB 1458 (Cont.)

- The State Superintendent of Public Instruction (State Superintendent) will bring to the SBE a recommended methodology for incorporating graduation data in the API



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# Overview of SB 1458 (Cont.)

- The PSAA Advisory Committee is:
  - Currently discussing a college/career indicator
  - Also discussing other indicators



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# Proposed Graduation Data Methodology

Incorporate graduation data in the API using the following point structures:

– Graduation Point Structure:

4-Year Graduate with Diploma*	Special Education Certificate	High School Equivalency Test	Non-Graduate
1,000	1,000	800	200

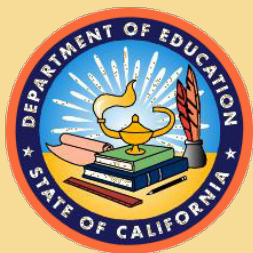
– Bonus Point Structure at the School-level Only:

4-Year Graduate API Pts.	Bonus Points Added			=	Maximum API Pts. Earned**
	EL	SWD	SED		
1,000	50	50	50		1,150

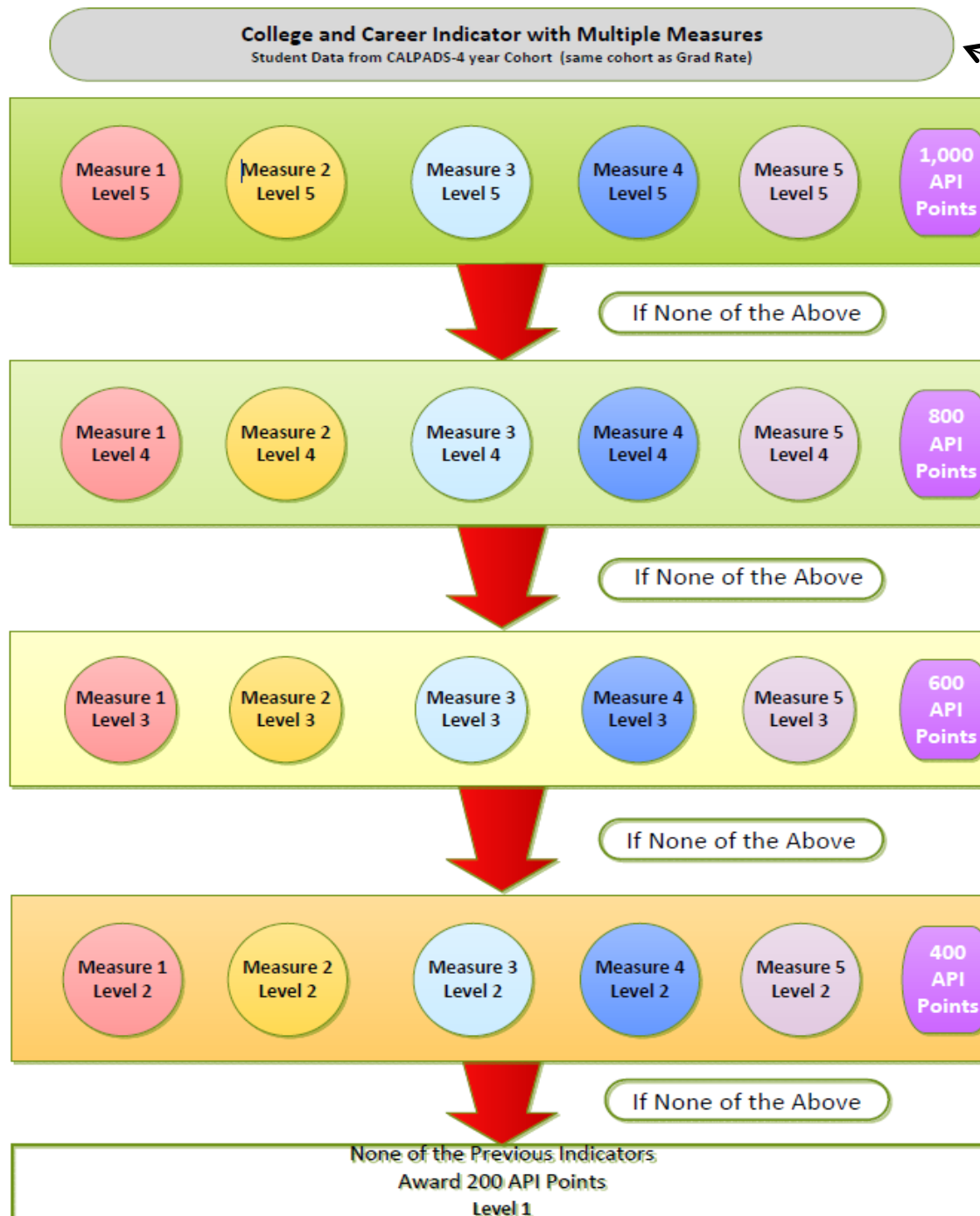
\*California High School Proficiency Examination (CHSPE) contributes 1000 API Points

\* \*\*School-level capped at 1000 API points

EL = English Learner; SWD = Students with Disabilities; and SED = Socioeconomically Disadvantaged



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Still studying the use of data outside of the four-year cohort to better represent alternative schools





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# Overview of AB 484

AB 484 was signed by the Governor on October 2, 2013. The intent of the legislature is to provide a system of assessment with the primary purpose of:

- Assisting teachers, administrators, pupils and their parents
- Improving teaching and learning
- Promoting high-quality teaching and learning using a variety of assessment approaches and item types



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# Overview of AB 484 (Cont.)

The main components of the legislation that impact accountability:

- Replaces the Standardized Testing and Reporting (STAR) Program with the California Measurement of Academic Performance and Progress (CalMAPP)



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# Overview of AB 484 (Cont.)

- Prohibits the use of the 2013–14 field test results for accountability purposes
- Prohibits the comparison of results from the consortium summative assessments and California Standards Tests (CSTs)



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# Overview of AB 484 (Cont.)

- Provides the State Superintendent, with the approval of the SBE, the authority to determine if API scores would be a valid measure of school and district performance in the 2013–14 and 2014–15 school years only



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# Overview of AB 484 (Cont.)

- Provides alternatives for schools and districts that do not receive an API to meet legislative requirements in one of the following ways:
  - Use the most recent API
  - Use an average of the three most recent annual API calculations
  - Use alternative measures that show increases in pupil academic achievement schoolwide and for all student groups



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# Overview of AB 484 (Cont.)

## AYP for Elementary and Middle Schools:

- In addition to double-testing flexibility, the U.S. Department of Education (ED) is also providing states with determination flexibility



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# Impact of AB 484 on Accountability

## AYP for Elementary and Middle Schools:

- Determination flexibility allows the 2014 Adequate Yearly Progress (AYP) reports to reflect the 2013 AYP results. Schools currently in Program Improvement (PI) will maintain their current status and will not be required to implement any new PI activities. (New schools will not be identified for PI.)



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# Impact of AB 484 on Accountability (Cont.)

## API for Elementary and Middle Schools:

- The State Superintendent will take a recommendation to the SBE regarding whether or not to suspend elementary and middle school API reports in spring 2014





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# Impact of AB 484 on Accountability (Cont.)

## API High Schools:

- Since the California High School Exit Examination (CAHSEE) will be administered during 2013–14, the CDE could produce API reports for high schools. The API could be based on:
  - Grade 10 CAHSEE and the California Alternate Performance Assessment (CAPA) English-language arts (ELA) and mathematics
  - Grade 10 CST, CMA, and CAPA Life Science



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# Impact of AB 484 on Accountability (Cont.)

- The change to the calculation methodology of the high school API is pending a recommendation by the State Superintendent and approval by the SBE



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# High School 2014 AYP and PI Reports

- 2014 AYP determinations will be made for high schools based on the 2014 CAHSEE and CAPA ELA and mathematics results
- High schools may be identified or advanced in PI based on 2014 AYP results



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# 2013–14 Budget Bill

- The Budget Bill (AB 97) amended *Education Code* Section 52052, which makes the following changes to the API:
  - Reduces the numerically-significant student group threshold to 30 students



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# 2013–14 Budget Bill (Cont.)

- Adds foster youth as a new student group to the API, with a student group size of 15
- Requires districts to receive and meet API Growth targets



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# Contact Information

Questions regarding the  
implementation of SB 1458 or the  
impact of AB 484 on accountability:

Academic Accountability Unit

916-319-0863

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